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THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 1, 1879

VOL. VIII

NEW YORK, FEBRUARY 13, 1915

No. 16

(Concluded from page 115)

Professor Brackett then talks interestingly of his study of Homer. For a long time that study meant but little to him. But, fortunately, his teacher encouraged him to commit Homer to memory. He continues (21):

Beauties that I did not know then, that even my teacher did not suspect, have been unfolding ever since. Every journey in the Mediterranean, every book on poetry, has added to the brightness of Homer's page; how much Lessing and Ruskin, Crete, and Mycenae, and Thessaly have heightened the luster of the lines! Yes, a great classic in a beautiful language is an open door that no man can shut; and blessed are they that go in and out thereat.

Though Professor Brackett believes that we should have had Shakespeare if there had been no Sophocles, no Plautus, he none the less holds that the great masterpieces of Greece are indispensable for literary study (23).

As the chemist has his reagents, and the physicist his standard measures, so the student of literature needs "Homer and the rest". A person can get joy out of the study of literature knowing only English; but to study English only or English and modern languages is not the way to the best appreciation. One of the regrettable things is the small help young people get toward the study of Greek, especially if they like English. One of the best men I ever had in this department was turned aside by a well-meaning teacher in his high school and set to "specializing" in English. He wanted to be a university professor in English. After he had been with me a year or two we decided that he could not realize his ambition on account of this early choice. I think that most professors of literature agree that a first-hand acquaintance with Greek should be pre-requisite for an important position in literature.

Many are eager to enter into the rich heritage of Greek literature, Greek history, Greek art; there is but one open door—the Greek language.

In a paper on Classics in Engineering Education (24-25) Professor Milo S. Ketchum, Dean of the College of Engineering, and Professor of Civil Engineering, concludes as follows:

At the last meeting of the Society for the Promotion of Engineering Education, held at Princeton, N. J., in June, 1914, the council, consisting of about thirty of the most prominent engineering educators, voted unanimously in favor of the classical or English high-school course as a preparation for an engineering course. It was the opinion of those present that the full four years of a high-school course should be given to a study of the classics, literature, history, elementary science and mathematics.

After an experience with engineering students extending over nearly twenty years, and a careful study of the records made by engineering students and engineering graduates, the writer is decidedly in favor of the classical high-school course as a preparation for an engineering course. Manual training, drawing and similar courses not only do not have the educational value of the classics, but take up the time of the student that should be devoted to obtaining a vocabulary and to training the reasoning power.

Professor Francis Ramaley, Professor of Biology, discussing The Practical Value of the Classics Especially for Students of Biology (31-33), begins by declaring that a subject pursued for four years has greater educational value than four subjects each pursued one year. In the High School, Latin alone offers a continuously graded course covering the entire field of study. In this course, if well taught, the pupil is trained in habits of work. Satisfactory progress in Latin demands sustained efforts for four years. A like time given to some other subject, says Professor Ramaley, would not be of equal worth. Other subjects, except higher mathematics, are too easy. French, English and German, again, are better understood and more certainly mastered after previous work in Latin.

And, besides, Latin is more likely to be well taught than other subjects. It has so long had a place in education that the most satisfactory methods of presentation are well understood. Again, more often than otherwise, the best teachers in the High School are those engaged to teach the classical languages.

Professor Ramaley then, discussing the meaning of the term 'practical', holds that to the boy or girl of moderate brain power the study of the Classics is the most practical of all the work in the High School.

The brilliant student may, perhaps, do without the discipline that the classics bring. It is conceivable that such a student may pick up for himself the knowledge of words more readily gained in translating Latin and Greek, but the ordinary, average, high-school pupil needs the very training and information that come in classical study.

The training given by Latin and Greek is of special value to any one engaging in biological studies. The niceties of grammar are of a piece with the technicalities of science. Four years of accurate translation form a most valuable preparation for the making of the scientific descriptions. The right word, not one that is about right, is what is needed by the worker in biological subjects. The leaders of the biological world are, almost without exception, men who have studied Latin and Greek, and are interested in these

subjects¹. One could hardly be a leader without a certain degree of classical education.

From the "practical" standpoint, both Latin and Greek are of the utmost importance to the young man or woman intending to enter any field of biology. Latin, at any rate, is a prime necessity. The scientific names of all plants and animals are in Latin. Practically every technical term in botany, zoology, and the medical sciences is either Latin or Greek. To the student of the classics most of the meanings of these terms are at once apparent.

I believe that four years of high-school Latin is best for the ordinary high-school boy and girl because of the mental training involved and because of the "practical" value of Latin in every-day life. To the young person entering biological work the classics are a prime necessity. Such a one must have at least some knowledge of the classical languages or be always at a disadvantage as compared with those who have the training that he lacks.

In the concluding paper, *The Office of the Classics in Education* (34-37), Professor Ross C. Whitman, Professor of Surgical Pathology and Serology, holds that education has two functions: to increase the earning capacity of the individual, and to give him those indefinable graces of character, carriage, and taste which go to make a gentleman. It is in the second field rather than in the first, he continues, that the Classics have value. We all claim that we desire money not for its own sake, but for the things which through it we can procure. Since it is the use or the misuse of our leisure hours that fixes for us the net profit of our existence, we must set about to add to the joys of our leisure. It is here that the function of the Classics is found. This function is the most important of all functions in education. In America far too little attention is being given to this function.

Discontented as we all may be with our material place, we wallow contentedly enough in whatever bog of taste we happen to rest in. That the average depth of the quagmire of late grows deeper, rather than shallower, with time, the decay of the classical drama and the astonishing number and apparent success of periodicals of the Hearst and Munsey type, bear eloquent testimony. Who can doubt that the evolution of education in this country, which now seems to be crystalizing into the condition euphemistically described as the "vocalization" of our educational system, lies at the root of this decay?

"Taste", continues Professor Whitman, "is the knowledge of and love for things worth while". There is but one test of the things worth while, endurance.

A work which survives the accusing eye of Time is great; all the others are small. What is the work that endures? A Classic. There you have it. There is no escape. Taste is synonymous with knowledge and appreciation of, and love for, the classics, using the term broadly, and not with reference to books alone. Education is, in one aspect at least, and I think the most important aspect, a leading forth from the quagmire of bad taste to the high and airy plateau of good taste. Without taste, then, one is uneducated, no matter how great his attainments in medicine, or law, or chemistry, or any other branch of technical knowledge. Without education you will never breathe the free air of good taste.

¹Compare here the editorial in *THE CLASSICAL WEEKLY* 5.57-58 on the relation of modern biology to Aristotle. C. K.

The great classics of Greece and Rome form the basis of all education, as I have defined it, not because they are the oldest, nor because necessarily they are the best, but because they are the back-ground for all subsequent human achievement. Those civilizations are the very life blood of our own. Our language, our laws, our manners, our art, our very instincts, derive from them. There is not a single English classic that can be intelligently read save in the light of those earlier literatures. Suppose, for example, that all the wonderful material progress of the last two thousand years could be wiped out. Suppose that we knew nothing of physics or chemistry or medicine that was not known to Caesar. It still would be possible to enjoy a civilization as great, or greater than our own; as great or greater than that of Greece or Rome or Ancient Egypt. In the light of these early examples it would indeed be difficult to show that steam or electricity or gun-powder or even the printing-press is essential to our well-being. But suppose, on the other hand, that classical antiquity were wiped out; that there were no classics; then indeed we would be growing old backward, like a crab, into the darkness of the Middle Ages. I am bold to assert that Aeschylus and Shakespeare and Goethe and Virgil and the Bible mean more to humanity than all the scientists that ever lived.

So we come back to the question of leisure. Education, I take it, should be directed to enabling us to take our place on a higher plane of good taste, and to teaching us to realize how endless are the upward reaches. If we would get the most out of life for ourselves, and best serve our fellows, we will seek to make an ever better use of our leisure hours. Our amusements, too, are a matter of taste. How can I put it more strongly? The man who despises the craps shooter may, in turn, be despised by the man of still better taste. Is this a light matter? It seems to me that the right use of leisure—the best use of leisure is the most vital problem of our lives.

C. K.

LATIN INSTRUCTION IN CALIFORNIA INTERMEDIATE SCHOOLS

As the readers of *THE CLASSICAL WEEKLY* 7.154-157 will recall, owing to the establishment of Intermediate Schools in several of California's larger cities, Latin instruction is begun in these schools with children two years younger than those in the High School classes. If one terms the first year of the Normal High School the Ninth Grade, the Intermediate School comprises the Seventh, Eighth, and Ninth grades. As a result of this condition in California, there has arisen a new problem in Latin instruction in the cities of Los Angeles, Oakland, Berkeley, etc.—a problem, that is to say, new to teachers of our time and country—, that of the method of teaching Latin to children who begin it, in the main, at twelve years of age.

This article is an attempt to sketch the methods that have come to be employed; the information is derived entirely from the statements of the teachers themselves, and so, whatever value lies in the paper is due to them.

Text-books.—The text-books that have thus far been used in the first two years of the Intermediate School are *A Latin Primer* and *A First Latin Reader*, both by Professor Herbert C. Nutting, of the University of California. These books were written primarily for Intermediate School use, and the teachers without